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Written Work: History. The class will write an original story of the life of a Virginia boy, modeled after the story of Ezekiel Fuller in *Ten Boys*, and intended to supply in some measure the lack of such a story in that book.

Geography. Each pupil will write a story of a December day in the life of an inhabitant of some portion of North America.

Nature Study. Written records of all experiments in science will be kept, and care will be taken to have these clearly expressed and correctly written.

Art: Painting of December landscape and of scene from Virginian life.

Drawing: Apparatus used in experiments in physics. Diagram showing area of level ground covered by a beam of sunshine of given cross-section at noon on December 22.

Sand Modeling: Map of North America.

Music: *Christmas Bells*, p. 92; *Old Christmas*, p. 100, in Second Book Modern Music Series; *We Three Kings of Orient Are*; *Christmas Carol*, p. 128 First Book Modern Music Series; *Zu Bethlehem Geboren*, December COURSE OF STUDY; *In the Tempest*, p. 182 Third Book Modern Music Series; *Father Christmas*, p. 57 Primer, Modern Music Series.

Sixth Grade

Edith Burnham Foster

History

I. The sea route to India. 1. Vasco da Gama (1498). (a) Found favor with the Hindu Rajah of Calicut on Malabar coast, and took back a letter from him to the King of Portugal. (Text of letter to be read. Quoted in *Hunter*, p. 418.) (b) Subsequent voyages and settlements of da Gama.

II. State of India at that time. (a) In hands of Hindus. (b.) Who were the Hindus?

III. History of conquerors of India.
1. Aryans conquered aborigines. (a) Traces of aborigines now in scattered tribes. (b) Our knowledge of early history unreliable. *Ramayana*; *Mahabaratha*.
2. Hindus: (a) Brahminism: Caste.
(b) Buddhism.

3. Mahomedan invasions.

4. The Moguls.

IV. The Moguls.

1. Baber.

2. Akbar. (a) Founding of empire. Tolerance in religion. Conciliation of

Hindus. (b) Shah Jahan. Golden age of Mogul rule. Buildings. (c) Jahangir. Roe's embassy. (Quote Jahangir's letters to King James of England. In *Embassy of Sir T. Roe*.) European knowledge of India corrected and enlarged.

V. What the Moguls did for India.

1. In government. Made a firm empire. (a) By reforming the taxes. (b) By conciliating the Hindus.

2. In architecture. (a) Delhi. (b) Agra. (c) Fort at Agra, as typical of Akbar. (d) Pearl mosque and Taj Mahal as typical of Shah Jahan.

VI. The Moguls as tomb-builders. Their idea of a tomb and of death as compared with that of the Egyptians, as illustrated by the Taj Mahal and the Pyramid of Cheops.

1. Taj Mahal.

[Some time will here be spent in studying Mogul architecture, and comparing its forms and decorations with those of other architectures with which the children are familiar. The children will be helped to

see how the style was the outgrowth of racial ideas and tastes, adapted to local conditions. Many pictures, of course, will be used, and the children will draw ground plans of some of the famous buildings.]

VII. India after the Moguls. This period, embracing the rise of the Mahratta power, the origin and development of the East India Company, and finally British rule in India, although of vast importance, will be somewhat rapidly passed over, the Moguls and their art being the principal subject for the month. The home life of different classes of the Indian peoples to-day will, however, be dwelt on at considerable length. Their religion, their education, their arts and manufactures will be gone into, and the ways in which these influences affect the daily living of the people will be shown.

References: Marshman, *History of India*; Dow, *History of Hindustan*; Fergusson, *History of Indian and Eastern Architecture*; Braddon, *Life in India*; Foster, *The Embassy of Sir T. Roe to India* (publication of the Hakluyt Society); Hunter, *The Indian Empire*.

Nature Study

The subjects for the month are HEAT and FUEL.

The children will first organize their present knowledge by answering certain questions, such as: With what modes of heating are you familiar? Describe the apparatus necessary in each case. On what principles does each mode depend? What are the advantages of each mode? Disadvantages?

1. Open Fires.
 1. With coal. (a) Hard. (b) Soft.
 2. With wood.
 3. Grates, movable and fixed.
 4. Andirons.
 5. Shape of walls of fireplace.
 6. Relative size of fireplace and flue.
 7. Ash-chutes.
 8. Advantages: Beauty; simplicity; good ventilation afforded.

9. Disadvantages: Expense; constant attention necessary; small radiating power.

I. Stoves.

1. Stove structure; fire-box; pipe; dampers; ash-box.

2. Fire building: material; draughts.

3. Principles: (a) Convection. (b) Conduction. (c) Radiation.

III. Furnace.

1. Hot-air. (a) Construction; compare with stove.

2. Hot-water. (a) Construction of apparatus; compare with kitchen boiler. (b) Convection of water. (c) Insulation of pipes. (d) Relative conductivity and radiating power of material.

3. Steam. (a) Construction of apparatus. (b) Latent heat of steam.

IV. Fuels.

1. Coal; where found; composition. (a) Anthracite. (b) Bituminous. (c) Countries and sections of countries where this is the chief fuel. (d) Cost, actual and relative.

2. Wood. (a) Disadvantages. (b) Where most used. (c) Cost.

4. Gas, natural and manufactured.

References: Encyclopedia Britannica: Articles on *Conduction*, *Convection*, *Radiation*; Ganot's *Physics*; Jackman's *Nature Study for the Grammar Grades*.

Geography

I. The relation of India to the rest of Eurasia.

1. Peninsular form.

2. Mountains to the north. (a) Their influence on climate. (b) Strong barriers between India and Central Asia.

3. Seas to south, east, and west. (a) Their influence on climate. (b) Europeans first directly approached India by sea.

II. The great natural features.

1. Mountains. (a) Himalayas, highest in the world. Few passes. Drainage from both north and south slopes comes into India. (b) Vindhya-s. Barrier between north (Hindostan) and south (the Deccan). (c) Western Ghats. Their unbroken wall to the south makes bold and beautiful coast scenery and determines direction of drainage to the east. Influence on rainfall. (d) Eastern Ghats. Pierced by rivers from the west. Influence on rainfall.

2. The mountains and monsoons as determining climate.

III. The rivers.

1. Indus. (a) Route of commerce. (b) Pathway for invaders.

2. Sutlej.
3. Brahmaputra.
4. Ganges. (a) Its sacred character. (b) Importance to India.

5. The rivers of the Deccan. (a) Narbada. (b) Tapti. (c) Godavari. (d) Kistna. (e) Kaveri.

IV. The plains.

1. Indo-Gangetic plain. (a) Extent. (b) Fertility (two and three harvests a year). (c) Products: Pease, pulses, oil-seeds, poppy-plants, jute, rice, tea. (d) Density of population.

2. High plain of the Deccan. (a) Wonderful black soil. (b) Mineral wealth. (c) Coal.

V. Great Fertility of Indo-Gangetic plain and its sheltered situation as fitting it to be the cradle of a race.

VI. Physical geography and political destiny of two sides of the peninsula as determined by the characteristics of the mountain ranges on either coast.

1. On east country comparatively open and everywhere accessible to the spread of civilization. Here ancient dynasties fixed their capitals.

2. On the other hand, people of the western coast have bountiful rainfall, caused by the monsoon and the Western Ghats, while central and eastern portions are comparatively dry.

VII. Scenery of India. Varied character.

1. Highest mountains in the world.
2. Great plains and deltas.
3. Vast forests impenetrable to man.

References

Same as for history, with exception of Braddon, Forster, and Fergusson. An excellent article, condensed from Hunter, is to be found in the *Encyclopedias Britannica* under the head of *India*.

Number Work: Compare length, breadth, area, and population of India with those of China and of the United States by fractions and percentage. From United States Census Reports estimate density of population in New

York, Illinois, Nebraska, Montana, and compare with that of Chinese and of Indian river plains. Compare area and population of all Europe with that of India. Compare revenue of India under Jahangir and under British government to-day, and compare purchasing power of the two sums. Compare cost of living in India with cost in United States and in China. Compare area of Indian and Chinese river plains and annual production of each.

Making: Making of Christmas presents. Making of transparencies.

Modeling: Modeling of tiles in low relief representing Indian costumes and customs.

Painting: Landscape calendar. Sketch of child in Indian costume. Sketches of Indian objects of art. (After visiting the Nickerson collection at Art Institute.)

Drawing: Drawing of ground plan of Taj Mahal. Sketch of elevation of Taj Mahal. Making of Indian geometrical designs.

Music: *Christmas Bells*, Niels Gade, text by Hans Christian Andersen, December COURSE OF STUDY; *Christmas Bells* (text by Longfellow), Modern Music Series, Second Book, Eleanor Smith; *Ye Shepherds, Arise*, Reinecke, 50 Children's Songs; *St. Christopher*, Mrs. Crosby Adams, December COURSE OF STUDY; *Old Christmas*, Modern Music Series, Second Book, Eleanor Smith; *The Christmas Tree*, Edward Grieg (Augener and Co. Edition); *Winter Song*, Modern Music Series, First Book, Eleanor Smith.

Dramatic Reading: *The Demon of the Matted Hair* (adapted from Hindu myth). Other adaptations from the *Ramagana* and *Mahabaratha*. *The Pipes of Lucknow*. Reading and dramatization of scenes from *The Jungle Books*, Kipling; *The Last Suttee*. Training in hearing and producing English vowel sounds.

Seventh Grade

Katharine Stilwell

Roman History

METHOD:

Pupils will state the political and economic conditions in Rome at this time. They are to infer these conditions from

their study in November. They will then put themselves in Rome, and reason out the best method of improving these conditions. They will read the story of the Gracchi and their mother Cornelia. They